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ABSTRACT

This report examines the severe overcrowding facing U.S. public and private schools in the next decade and the challenges for cities and the suburbs, the need for school construction and the nationwide effort to modernize schools, and the changing cultural diversity of these students. Enrollment statistics from 1970 through 2010 are provided along with comparative data on states, school districts, and urban areas with the largest enrollment increases. Additional enrollment data are listed for public and private 2- and 4-year colleges as are data on public high school graduates by state and region from 1989 through 2010. Data show a projected public school enrollment of 53 million K-12 students and 15.1 million college students by the fall of 2000; and rises in public elementary, high school, and college enrollments are expected to be 12, 19, and 11 percent respectively between the years 2000 and 2010. Increases are expected mostly in the South and West. Beyond the year 2010, the number of school-age children is expected to reach 94 million by 2100, about 42 million more than in 2000. Enrollment projection methodology concludes the report. (GR)

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Growing Pains:

The Challenge of Overcrowded Schools Is Here to Stay

"Instead of building schools for 1950, let's build schools for 2050. Schools designed with the community and for the community. Schools that reflect a dedication to excellence and innovation; and schools that are open to Americans of all ages; that reaffirm the democratic spirit of our great country in this new era of lifelong learning."

Richard W. Riley
U.S. Secretary of Education
July 12, 2000

U.S. Department of Education

http://www.ed.gov/pubs/bbecho00/index.html

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A BACK TO SCHOOL SPECIAL REPORT ON THE BABY BOOM ECHO

Growing Pains

(August 21, 2000)

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Previous Reports

- A Back to School Special Report on the Baby Boom Echo: No End in Site (August 19, 1999)
- America's Schools Are Overcrowded and Wearing Out (September 7,1998)
- A Back to School Special Report on the Baby Boom Echo: Here Come the Teenagers (August 21, 1997)
- A Back to School Special Report: The Baby Boom Echo (August 1996) (No longer available on-line)

National Center for Education Statistics Resource Document

- Projections of Education Statistics to 2010

-###-

NEXT [Growing Pains]

ED HOME

Last Updated -- November 16, 2000, (jer)

Growing Pains

The Challenge of Overcrowded Schools Is Here to Stay

New records. . .

Total public and private school enrollment has continued to rise, from 52.8 million in 1999 to a projected 53.0 million in fall 2000.

Total college enrollment will rise to a record 15.1 million in fall 2000.

Between 1990 and 2000. . .

Public and private elementary school enrollment will have risen by 4.2 million, secondary school enrollment by 2.4 million, and college enrollment by 1.3 million.

Public high school enrollment is expected to have increased by 19 percent, while elementary school enrollment is projected to have increased by 12 percent.

Full-time college enrollment is projected to have risen by 11 percent.

Between 2000 and 2010. . .

While many states will show decreases in enrollment, public school enrollment increases are expected to be concentrated in the South and West, with Idaho, New Mexico, Nevada, Alaska, Hawaii, Arizona, Wyoming, Utah, Georgia, Texas, Colorado, and California having the largest increases.

The number of public high school graduates will increase by 10 percent.

Thirteen states will have at least a 15 percent increase in the number of public high school graduates, with a 66 percent increase projected for Nevada, 40 percent for Arizona, 27 percent for Florida, 26 percent for North Carolina, and 20 percent for California and Illinois.

Full-time college enrollment is projected to rise by 19 percent.

Beyond 2010. . .

After a period of relative stability between 2000 and 2010, the number of births is expected to start a new pattern of steady increases—a century-long growth, rising from 4.2 million in 2010 to 4.9 million in 2030, with continuing increases in subsequent years.

After remaining relatively stable between 2000 and 2010, the number of school-age children is expected to increase steadily for the foreseeable future. The number will rise by 6 percent between 2010 and 2020, reaching 94 million in 2100, about 42 million more children than in 2000.

Projections of education statistics are revised every year by the National Center for Education Statistics to reflect the latest information on actual school enrollments and other demographic and economic information. For example, the projection for total elementary and secondary school enrollment for fall 1999 was 53.2 million *in Projections of Education Statistics to 2009.* More recently reported information resulted in lowering this estimate to 52.8 million in the new *Projections of Education Statistics to 2010* edition. As another point of comparison, the 2005 projection for total elementary and secondary school enrollment is 1.9 percent lower in *the Projections of Education Statistics to 2010* than in the previous edition, while the college and university projections are 3.3 percent higher.

GROWING PAINS
The Challenge of Overcrowded Schools Is Here to Stay

"Instead of building schools for 1950, let's build schools for 2050. Schools designed with the community and for the community. Schools that reflect a dedication to excellence and innovation; and schools that are open to Americans of all ages; that reaffirm the democratic spirit of our great country in this new era of lifelong learning."

Richard W. Riley
U.S. Secretary of Education
July 12, 2000

The next decade will usher in the beginnings of a steady and significant increase in the number of school-age children in the United States during the 21st century. By the year 2100, our public and private institutions, from pre-kindergarten through college, will accommodate an estimated 94 million American children and young adults, an increase of more than 42 million over the current school population. These coming generations of children will require many more public resources, including a major investment in the construction, modernization and renovation of school facilities, many of which are already overcrowded and in disrepair.

Indeed, the population growth is already well underway. This September, 53 million children will enter public and private elementary and secondary schools in the United States--the highest enrollment in U.S. history and a net increase of 8 million schoolchildren in the last 15 years. College enrollment is also at a record high–up 2.9 million during this 15-year period. Over the next five years enrollments at all levels of education will grow--to an estimated 53.5 million in grades K-12 and to 16.1 million at American colleges and universities.

The Echo Comes of Age

The children entering school in the coming decade are direct descendents of the Baby-Boom Echo--the expanding birth rate begun in 1977 when millions of young adults born between 1948 and 1975 began to have children themselves. These children, who are entering school between 2000 and 2010, are the *grandchildren* of the Baby Boomers, as well as the children of the increasing number of families immigrating to the United States in the last 20 years.

During the next 10 years this trend will continue at a stable pace. While it will affect every sector of the country, western and southern states--including California and Texas, two of the nation's largest--will experience the most pronounced growth. Public school enrollment in California, for example, will increase by 278,000 students, the majority of them (148,000) high school students. Enrollments in Texas will rise by 219,000. In addition, many smaller states also anticipate jumps in enrollment: Idaho (14 percent); New Mexico (12 percent); Nevada (12 percent); and Alaska (10 percent).

This record growth in the student population will translate to new demands on colleges and universities, which are already feeling the pressure. Full-time college enrollment is projected to increase by 19 percent in the next 10 years. The state university system of Florida expects up to 100,000 additional students by 2010.

The consequences of this enrollment crescendo will not immediately overwhelm the education system. In fact, enrollment in elementary and secondary schools will briefly stabilize between 2005 and 2010 before a rise that is expected to continue *for the remainder of the century*. Unlike the 20th century, when enrollment rose and dipped repeatedly, growth in the 21st century will be constant. Between 2010 and 2020, the number of school-age children 5 to 17 years old will increase by 6 percent. In 2020, about 55 million children will be enrolled in our nation's schools and this number will rise to 60 million by 2030.

Diversity Will Dominate

Just as the student population boom of this century will vary by region, it will also reflect the nation's overall changing demographics in the decades to come. Nationally, the white, non-ethnic population will not increase at the same rates as Hispanic, Asian and African-American families. Between 2000 and 2020, the number of white non-Hispanic children is expected to decrease, while the number of minority children is expected to rise. For example, the number of Hispanic children is expected to increase from 7.9 million to 12.7 million, an increase of 60 percent.

National Center for Education Statistics
Condition of America's Public School Facilities: 1999

In June 2000, the National Center for Education Statistics released the latest report on the condition of public schools. Three-quarters of all schools reported the need to spend money on repairs, renovations, and modernization to bring their school buildings into good overall condition. The estimated cost to renovate and modernize these schools is $127 billion. Additionally, the report found that one in four schools reported that at least one type of on-site building was in less than adequate condition. Approximately one-fifth of schools indicated less than adequate conditions for life safety features, roofs, and electric power. Forty-three percent of the schools reported that at least one of six environmental factors was in unsatisfactory condition. About one-third (36 percent) of schools indicated that they used portable classrooms.

Challenges in the Cities

Much of the enrollment growth of the last 15 years has taken place in large metropolitan regions of the country. That pattern will likely continue in many of those urban areas. For example, the Los Angeles Unified School District, the second largest in the country, projects a shortfall of 85,900 desks within the next six years when enrollments are expected to rise from 711,000 students in 2000 to about 750,000 students by 2005. Already in some classrooms, there are twice as many children as there are desks. Some 15,000 schoolchildren must ride buses each day because there is no room at their home school. School officials predict they will have to build

100 new schools in the next 10 years and need to hire an additional 4,000 teachers *every year* through at least 2005.

In Miami, one of the busiest "gateway" points for new immigrants as well as a center of southern migration, the schools in Dade County are overflowing. Enrollment increased by 32 percent between 1988 and 1998, adding 84,550 students to the rolls. According to Miami- Dade officials, 41 percent of their schools are at least 150 percent over capacity, and 84,000 students attend school in portable classrooms. The school system has to build one elementary school a month just to keep up with the influx of new immigrants.

The phenomenon extends to other metropolitan communities across the country. In the last 10 years, Las Vegas, Nevada, for example, has seen its school enrollment double from some 100,000 students to more than 200,000, making the Clark County School District the eighth largest school district in the country. About 18,300 young children will enter first grade there in the coming year, the largest number of students enrolled in any grade.

The school population in Las Vegas is slated to continue its rapid increase in the coming decade, requiring the city to build new schools for an additional 150,000 students by 2010. Prompted by those projections, voters in Clark County approved in 1998 a $1 billion bond issue that will provide for 88 new schools and remodel current facilities, as well as help recruit 1,200 additional teachers.

Even systems that had declining populations in recent years face demands to reopen or build new schools and classrooms. For example, Boston, Massachusetts, which has closed some schools in inner-city neighborhoods twenty years ago, must again accommodate a growing number of school-age children in those repopulated areas as well as those in other parts of the city.

The Need for School Construction and Renovation in Rural America

One-fourth of all children in America go to school in rural America and many of these children live in poverty. Of the 250 poorest counties in the United States, 244 are rural. Rural school districts face a persistent challenge in recruiting teachers, paying higher transportation costs and gaining access to the Internet. Many rural school districts also face a declining tax base and remain hard pressed to renovate existing schools. According to the recent report of the National Center for Education Statistics, 78 percent of all schools in rural America need to be repaired and modernized. Nearly one-half (47 percent) of all schools in rural America have unsatisfactory environmental conditions. Over 30 percent report inadequate heating, ventilation, and air conditioning. Schools in rural areas and small towns were more likely than schools in urban fringe areas and large towns to report that at least one of their environmental conditions was unsatisfactory (NCES 1999).

Illinois has led the Midwest region of the country in rising enrollment over the last 10 years. Enrollment has increased by 13.4 percent, and much of that enrollment has been concentrated in the Chicago metropolitan area. As a result, the Chicago Public Schools launched a $2.6 billion Capital Improvement Program in 1996. It is the largest school district construction and renovation project. Since 1996, the Capital Improvement Program has completed or has underway 13 new schools, 29 additions, and 27 annexes, and financed 1,125 renovation projects.

TWO STATES BEGIN MASSIVE SCHOOL CONSTRUCTION EFFORT

OHIO

In 1997, the Ohio Supreme Court found that construction for Ohio schools was underfunded and the State created the Ohio School Facilities Commission to modernize Ohio's schools. Since then, Ohio has enacted the $23 billion, 12-year "Rebuilding Ohio's Schools" plan. The state will provide $10.2 billion over the next 12 years which, when combined with matching contributions from the Local Education Agencies, will total $23 billion. By 2012, the "Rebuilding Ohio's Schools" program will have fully funded the state's share for every school building need across the state.

To help ensure that these Ohio school construction funds generate the best possible outcomes for education, the KnowledgeWorks Foundation in Cincinnati has partnered with the U.S. Department of Education to provide guidance on building "schools as centers of community." KnowledgeWorks is providing school facility planning grants as well as technical assistance to help school districts modernize their facilities.

If the Building Better Schools – Johnson-Rangel School Modernization Bonds (H.R. 4094) were enacted, Ohio could issue nearly $1 billion in interest-free school construction bonds, which would potentially free up one-half of that amount for further school construction and renovation. ***[U.S. Department of Education, Budget Service]***

NEW JERSEY

Earlier this summer, New Jersey initiated the largest, most comprehensive school construction program in the nation. The Educational Facilities Construction and Financing Act makes $8.6 billion available to school districts. To receive funds, all school districts must prepare and submit a long-range facilities plan to the commissioner of education by December 15, 2000. The document must detail the district's school facilities needs and how it will address those needs over the next five years. The commissioner will review a district's proposed project to determine whether it complies with the facilities efficiency standards and the district's long-range plan. If the commissioner approves a district's project, state funding will be available once the district secures financing for the local share of the project. **[New Jersey Department of Education, http://www.state.nj.us/education]**

If the Building Better Schools – Johnson-Rangel School Modernization Bonds (H.R. 4094) were enacted, New Jersey could issue over $660 million in interest-free school construction bonds, which would potentially free up one-half of that amount for further school construction and renovation. Of this amount, $178 million in interest-free bonds would be separately allocated to four cities. ***[U.S. Department of Education, Budget Service]***

No Escape in the Suburbs

The school growth phenomenon is not just an urban development. Suburban and ex-urban communities are experiencing growing pains as well. For example, the suburban counties surrounding Atlanta, Georgia, where the state's overall 25 percent jump in enrollment has been concentrated, have born the brunt of the intense enrollment pressures. Suburban Gwinnett County, the eighth fastest-growing school district in the nation, saw its enrollment increase by 67 percent between 1988 and 1998, and some 4,000 new students enter the school system each year. Meanwhile, nearby Cobb County expects an enrollment increase of 39 percent, growing from 65,578 students in 1988 to 91,208 students in 1998. At the same time, enrollment in Atlanta city schools grew by 60 percent between 1988 and 1998.

The suburban counties surrounding our nation's capital, Washington, D.C., have also grown remarkably in the last 10 years. Prince George's and Montgomery counties in Maryland join neighboring Fairfax County in Virginia as three of the fastest-growing school districts in the nation. Montgomery County saw its enrollment grow by 30 percent between 1988 and 1998. To keep pace with continuing enrollment pressures, the county needs to recruit 1,200 new teachers for the coming school year. This constitutes the largest number of new hires for the opening of school in the history of the county. Fairfax County expects to hire 2,050 new teachers, up 68 percent from two years ago.

Over 132,000 students attend school in Prince George's County, Maryland, the first majority African-American suburban county in the United States. Between 1988 and 1998, enrollment grew by 24 percent, and the county expects to continue growing rapidly in the coming decade. As a result, over the next 10 years, Prince George's County, Maryland projects an unfunded need for $86.2 million for school facilities.

School enrollment in neighboring Fairfax County, Virginia, which has a different socio-economic population, is nevertheless facing similar challenges. As enrollment increases to 160,966 students in the coming year, the county expects to use 788 portable classrooms to accommodate them in the coming school year. In next four years, Fairfax will need 500 additional classrooms, amounting to more than $200 million in added facilities. And, as in many school districts, the impact affects all operations in the school system. For example, the system is facing a severe shortage of bus drivers, which has forced the county school system to offer bonuses to new drivers and to any county employee who recruits a new driver.

Meeting the Challenges of the Coming Century

As theUnited States embraces the new generations and new arrivals to our schools, we must be prepared to be able to provide a quality education to all students. The challenges are great: overcrowded classrooms, a shortage of teachers, aging and unsafe schools. But we know how to overcome these challenges and ensure that America's schools will provide a world-class education so the next generations have the opportunities they deserve.

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: $25 billion in School Modernization Bonds and $6.5 billion in Urgent School Renovation Loans and Grants.

$25 BILLION IN SCHOOL MODERNIZATION BONDS. In the U.S. House of Representatives, Reps. Charles Rangel (D-NY) and Nancy Johnson (R-CT) introduced bipartisan legislation (H.R. 4094) based on the president's proposal. In the Senate, Sen. Charles Robb has introduced a similar bill. The Johnson-Rangel America's Better Classrooms Act now has 226 cosponsors—more than half the members of the U.S. House of Representatives. The proposal would create $24.8 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide.

- ***How School Modernization Bonds Work.*** *Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free money for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The proposal would cost $2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy. All decisions regarding which schools to build or repair would be left to states and local school districts.*

- ***How Bonds Would Be Allocated.*** *Of the $24.8 billion in school construction bonding authority: $2.4 billion would be allocated to expand the existing Qualified Zone Academy Bonds program, $400 million to Bureau of Indian Affairs schools, $13.2 billion to states based on enrollment, and $8.8 billion to the 125 school districts with the largest number of low-income children.*

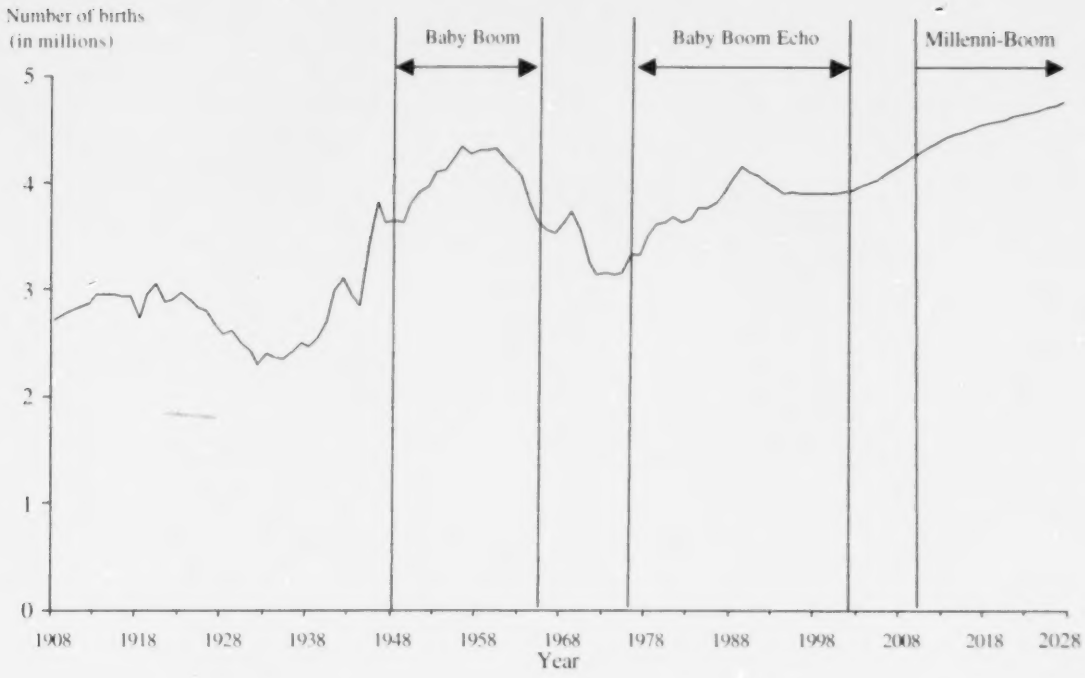
$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS. President Clinton proposed a $1.3 billion initiative to make $6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools a year. Sen. Tom Harkin (D-IA) and Rep. William Clay (D-MO) have introduced urgent school repair legislation.

- **A Five-Year Effort to Help 25,000 Schools.** Over five years, the initiative would help 25,000 schools—more than one-fourth of all schools—repair roofs, heating and cooling systems, and electrical wiring. These repairs can help make schools safer and more energy efficient, as well as improve access to technology.

- **Funds Targeted to Meet Need.** Of the $1.3 billion in renovation funds:
  - $125 million in grants would be provided to other high-need school districts with little or no capacity to borrow money for emergency repairs. The smaller grant program would provide direct funding to the neediest school districts unable to finance the capital expenditures associated with school renovation.

  -$ 50 million in grants would fund repairs and construction at school districts where half or more of students live on Indian lands.
  - The remaining $1.125 billion would fund $6.5 billion in interest-free, seven-year loans.

Figure 1.--Annual number of births, with projections: 1908 to 2028



The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

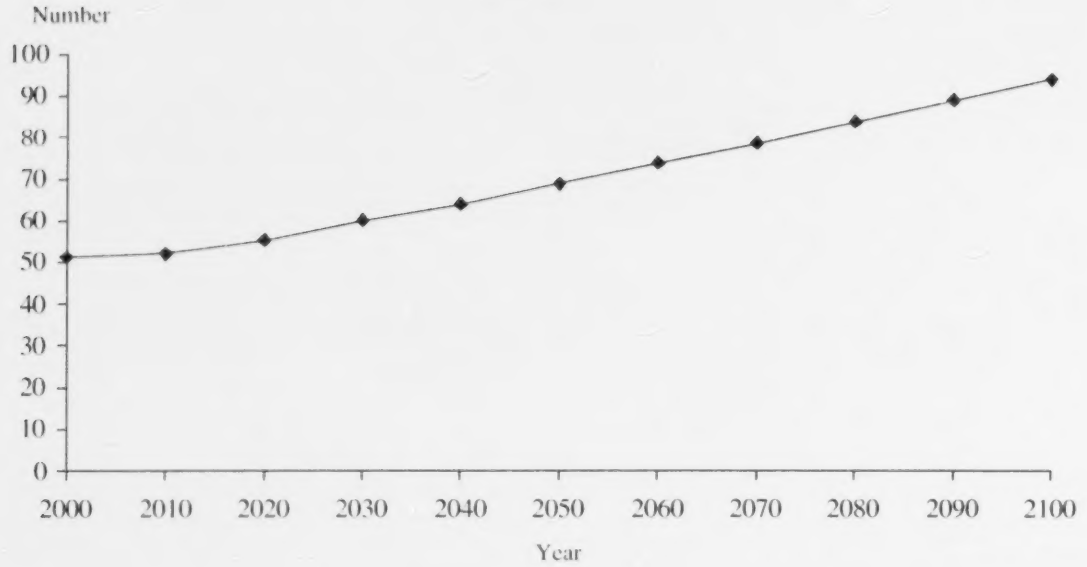
In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade.

Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2010 to 4.8 million in 2028, establishing a "millenni-boom".

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010;* and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050.*

Figure 2.--Projected number of school-age children, 5 to 17 years old: 2000 to 2100

(In millions)



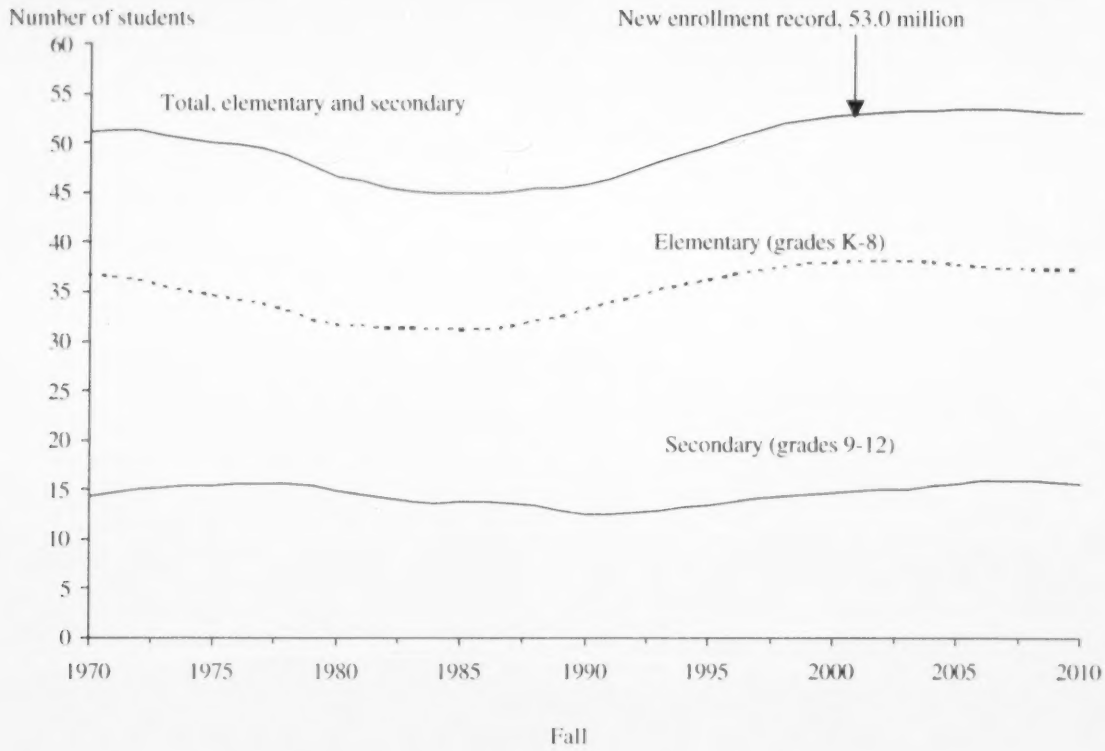
The number of school-age children is the primary factor in determining elementary and secondary school enrollments because about 98 percent of these children are enrolled in public or private schools. Between 2000 and 2010, the number of 5- to 17-year-olds is expected to remain relatively stable at around 52 million. After 2010, the number of school-age children is expected to create a pattern of steady increases—the Millenni-Boom. Between 2010 and 2020, an increase of 6 percent is projected. About 55 million children are expected in 2020 and 60 million in 2030. By 2100, the pattern of steady increases is expected to result in a total of 94 million school-age children, reflecting an increase of 42 million from 2000. By comparison, the school-age population rose by 30 million between 1900 and 2000.

Between 2000 and 2020, the number of white, non-Hispanic students is expected to decrease, while the number of minority children is expected to increase. The number of Hispanic children is expected to increase by 60 percent, from 7.9 million to 12.7 million. The number of Asian children is expected to increase by 64 percent, from 2.1 million to 3.5 million. The number of Black, non-Hispanic children is expected to rise by 3 percent during the same period. By 2100, about 64 percent of children are expected to be from minority groups, reflecting a long-term rise from 35 percent in 2000.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Projections of the Total Resident Population by 5-Year Age Groups, and Sex with Special Age Categories: Middle Series, 1999-2100.*

Figure 3.--Enrollment in public and private elementary and secondary schools: Fall 1970 to fall 2010

(In millions)

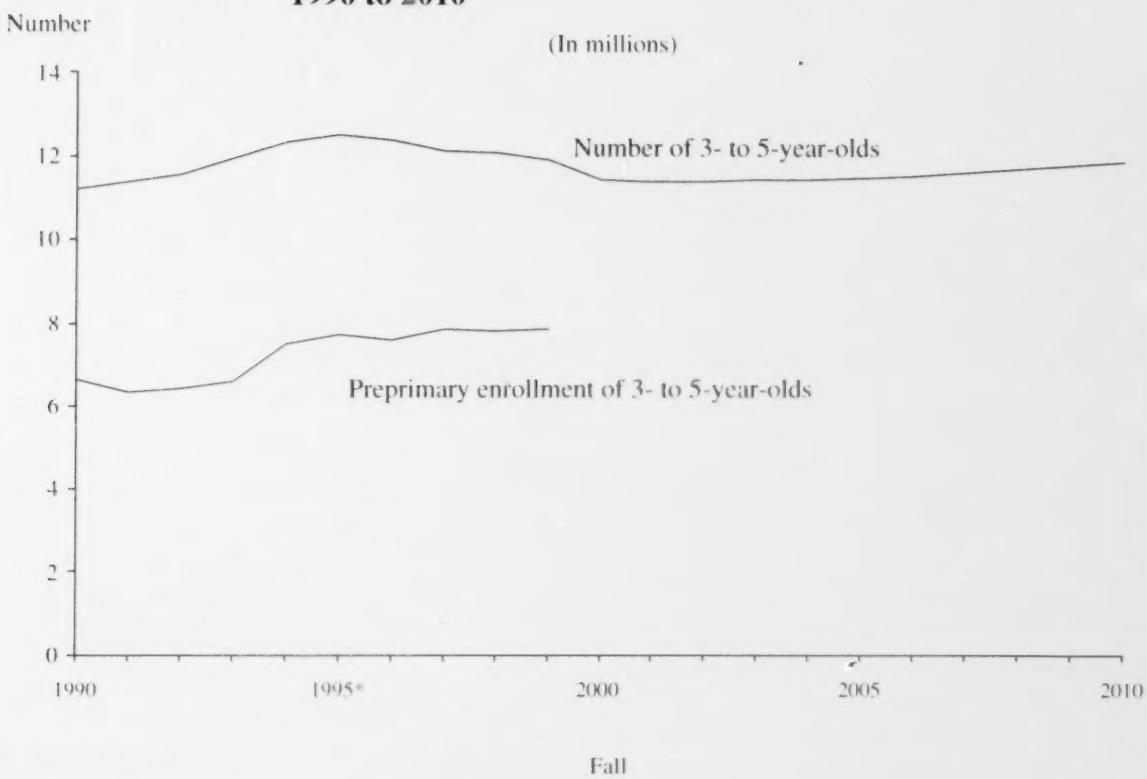


In fall 2000, public and private school enrollments are projected to surpass the previous high of 1999, and to increase every year through 2005.

From fall 1979 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period. From fall 1985 to fall 2000, the pattern changed as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to remain stable at about 38 million students over the next 10 years. Secondary school enrollment is expected to rise by 4 percent between 2000 and 2010, from 14.9 million to 15.5 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1999; and Projections of Education Statistics to 2010.*

Figure 4.--Number of 3- to 5-year-olds and preprimary enrollment: 1990 to 2010

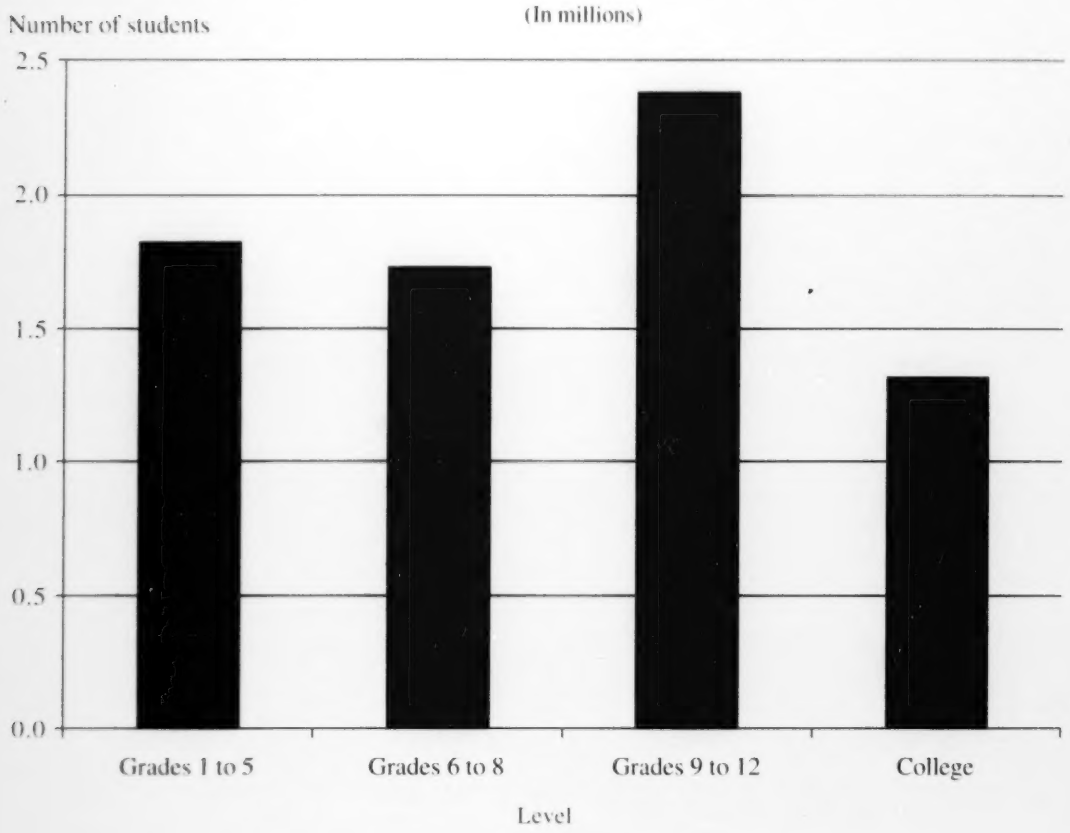


Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1999. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1999, but about 4.1 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 69 percent of 4-year-olds, and 88 percent of 5-year-olds enrolled in preprimary programs.

* Some of the enrollment increase since 1993 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1999*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050.*

Figure 5.--Increase in number of students enrolled in public and private schools, by level: Fall 1990 to fall 2000



The number of public and private school students increased at all grade levels during the 1990s. Continuing the pattern of growth during the late 1980s, the number of students in grades 1 through 5 rose an additional 1.8 million between 1990 and 2000. Echoing the increases at the lower grade levels, the number of students in grades 6 through 8 rose by 1.7 million, and the number of students in the high school grades increased by 2.4 million. Between 1990 and 2000, college enrollment rose an estimated 1.3 million.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010;* and special tabulations.

Table 1.--Enrollment in public elementary and secondary schools, by grade: Fall 1983 to fall 2010

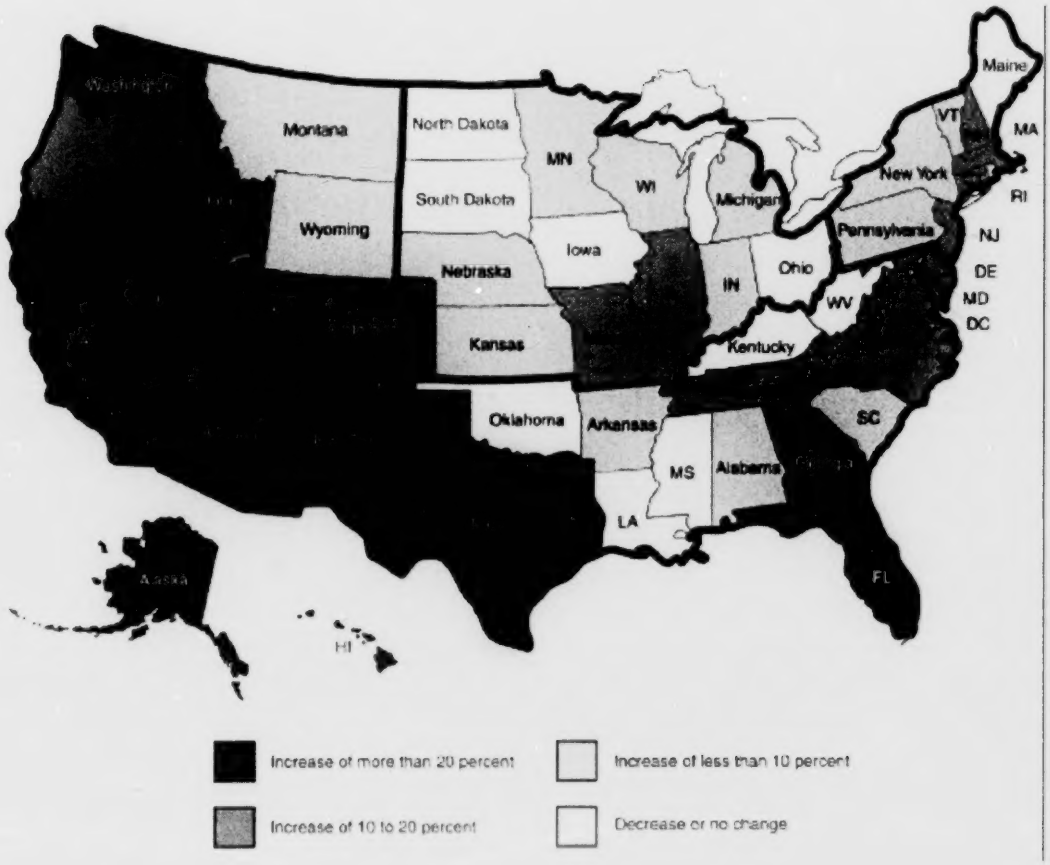
(In thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,199	9.1	18,286	39.6	10,589	23.0	13,054	28.3
1998	46,535	4,171	9.0	18,502	39.8	10,672	22.9	13,191	28.3
	Projected								
1999	46,812	4,071	8.7	18,607	39.7	10,758	23.0	13,375	28.6
2000	47,026	4,028	8.6	18,574	39.5	10,920	23.2	13,505	28.7
2001	47,176	3,983	8.4	18,398	39.0	11,174	23.7	13,619	28.9
2002	47,296	3,993	8.4	18,195	38.5	11,356	24.0	13,753	29.1
2003	47,373	3,993	8.4	18,039	38.1	11,411	24.1	13,931	29.4
2004	47,436	3,994	8.4	17,921	37.8	11,323	23.9	14,199	29.9
2005	47,475	4,004	8.4	17,852	37.6	11,195	23.6	14,423	30.4
2006	47,452	4,019	8.5	17,831	37.6	11,065	23.3	14,357	30.3
2007	47,365	4,037	8.5	17,861	37.7	10,938	23.1	14,530	30.7
2008	47,218	4,059	8.6	17,900	37.9	10,867	23.0	14,393	30.5
2009	47,109	4,085	8.7	17,957	38.1	10,835	23.0	14,232	30.2
2010	47,068	4,117	8.7	18,038	38.3	10,844	23.0	14,069	29.9

NOTE: Numbers may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010;* and special tabulations.

Figure 6.—Percent change in public elementary and secondary school enrollment, by state: Fall 1990 to 2010



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

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Table 2.--Enrollment in public and private elementary and secondary schools, by region and state: Fall 1990, 2000, 2005, and 2010

(In thousands)

Region and state	1990	Projected 2000	Projected 2005	Projected 2010	Percent change, 1990 to 2000	Percent change, 2000 to 2010	Percent change, 1990 to 2010
Public and private	46,448	52,989	53,465	53,016	14.1	0.1	14.1
Private, total	5,232	5,963	5,990	5,948	14.0	-0.3	13.7
	Public schools						
Public, total	41,217	47,026	47,475	47,068	14.1	0.1	14.2
Northeast	7,281	8,190	8,135	7,813	12.5	-4.6	7.3
Connecticut	469	554	550	522	18.1	-5.8	11.3
Maine	215	205	196	192	-4.7	-6.3	-10.8
Massachusetts	834	976	979	935	17.0	-4.2	12.1
New Hampshire	173	206	207	204	19.2	-1.0	18.1
New Jersey	1,090	1,279	1,292	1,255	17.4	-1.9	15.2
New York	2,598	2,895	2,869	2,742	11.4	-5.3	5.5
Pennsylvania	1,668	1,816	1,789	1,718	8.9	-5.4	3.0
Rhode Island	139	154	152	145	10.9	-5.8	4.5
Vermont	96	104	101	99	8.6	-4.8	3.4
Midwest	9,943	10,715	10,635	10,416	7.8	-2.8	4.8
Illinois	1,821	2,066	2,101	2,050	13.4	-0.8	12.6
Indiana	955	996	1,013	998	4.3	0.2	4.6
Iowa	484	493	481	471	1.9	-4.5	-2.6
Kansas	437	470	464	467	7.5	-0.6	6.9
Michigan	1,584	1,694	1,668	1,604	6.9	-5.3	1.2
Minnesota	756	852	835	824	12.6	-3.3	8.9
Missouri	817	916	915	903	12.2	-1.4	10.6
Nebraska	274	288	285	287	5.1	-0.3	4.7
North Dakota	118	110	104	104	-6.6	-5.5	-11.7
Ohio	1,771	1,825	1,787	1,731	3.0	-5.2	-2.3
South Dakota	129	128	122	125	-0.9	-2.3	-3.2
Wisconsin	798	877	860	851	10.0	-3.0	6.7
South	14,808	16,940	17,132	17,023	14.4	0.5	15.0
Alabama	722	750	754	746	3.9	-0.5	3.4
Arkansas	436	452	448	438	3.6	-3.1	0.4
Delaware	100	115	117	115	15.4	0.0	15.4
District of Columbia	81	68	63	63	-15.7	-7.4	-21.9
Florida	1,862	2,392	2,407	2,348	28.5	-1.8	26.1
Georgia	1,152	1,440	1,504	1,518	25.0	5.4	31.8
Kentucky	636	654	644	627	2.8	-4.1	-1.5
Louisiana	785	759	730	722	-3.3	-4.9	-8.0
Maryland	715	861	873	857	20.4	-0.5	19.8
Mississippi	502	503	504	495	0.1	-1.6	-1.5
North Carolina	1,087	1,295	1,324	1,275	19.1	-1.5	17.3
Oklahoma	579	612	589	579	5.7	-5.4	0.0
South Carolina	622	662	656	638	6.4	-3.6	2.6
Tennessee	825	921	946	942	11.7	2.3	14.2
Texas	3,383	4,024	4,134	4,243	19.0	5.4	25.4
Virginia	999	1,143	1,160	1,148	14.5	0.4	15.0
West Virginia	322	289	280	269	-10.4	-6.9	-16.6
West	9,185	11,181	11,573	11,817	21.7	5.7	28.7
Alaska	114	139	145	153	22.0	10.1	34.3
Arizona	640	893	960	978	39.6	9.5	52.8
California	4,950	6,027	6,211	6,305	21.7	4.6	27.4
Colorado	574	716	741	753	24.7	5.2	31.1
Hawaii	172	191	199	210	11.2	9.9	22.3
Idaho	221	249	264	284	12.8	14.1	28.6
Montana	153	158	156	163	3.3	3.2	6.6
Nevada	201	336	374	376	66.9	11.9	86.8
New Mexico	302	339	357	380	12.3	12.1	25.9
Oregon	472	547	550	555	15.8	1.5	17.5
Utah	447	483	498	523	8.1	8.3	17.1
Washington	840	1,010	1,023	1,035	20.3	2.5	23.3
Wyoming	98	93	93	101	-5.3	8.6	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2010.*

Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 2000 to fall 2010

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 2000 to 2010
	2000	2010	
California	6,027	6,305	278
Texas	4,024	4,243	219
Arizona	893	978	85
Georgia	1,440	1,518	78
New Mexico	339	380	41
Nevada	336	376	40
Utah	483	523	40
Colorado	716	753	37
Idaho	249	284	35
Washington	1,010	1,035	25
Tennessee	921	942	21
Hawaii	191	210	19
Alaska	139	153	14
Wyoming	93	101	8
Oregon	547	555	8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

Table 4.--Fifteen states with the largest percent increases in public elementary and secondary school enrollment: Fall 2000 to fall 2010

(Numbers in thousands)

State	Projected enrollment		Percent change, 2000 to 2010
	2000	2010	
Idaho	249	284	14.1
New Mexico	339	380	12.1
Nevada	336	376	11.9
Alaska	139	153	10.1
Hawaii	191	210	9.9
Arizona	893	978	9.5
Wyoming	93	101	8.6
Utah	483	523	8.3
Texas	4024	4,243	5.4
Georgia	1440	1,518	5.4
Colorado	716	753	5.2
California	6027	6,305	4.6
Montana	158	163	3.2
Washington	1010	1,035	2.5
Tennessee	921	942	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

Table 5.--Twenty-five school districts with the largest increases in enrollment: Fall 1988 to fall 1998

School district	City	State	Rank	Enrollment		Enrollment increase, 1988 to 1998	Percent change, 1988 to 1998
				1988	1998		
New York City	New York City	New York	1	936,153	1,072,628	136,475	15
Los Angeles Unified	Los Angeles	California	2	592,881	695,885	103,004	17
Clark County School District	Las Vegas	Nevada	3	105,054	203,777	98,723	94
Broward County School District	Fort Lauderdale	Florida	4	142,140	231,187	89,047	63
Dade County School District	Miami	Florida	5	267,986	352,536	84,550	32
Palm Beach County School District	West Palm Beach	Florida	6	93,708	146,568	52,860	56
Orange County School District	Orlando	Florida	7	91,708	138,866	47,158	51
Gwinnett County School District	Lawrenceville	Georgia	8	59,129	98,784	39,655	67
Hillsborough County School District	Tampa	Florida	9	119,022	156,452	37,430	31
Guilford County Schools	Greensboro	North Carolina	10	23,851	61,154	37,303	156
Wake County Schools	Raleigh	North Carolina	11	61,065	92,256	31,191	51
Montgomery County Public Schools	Rockville	Maryland	12	98,533	127,933	29,400	30
Dallas Independent	Dallas	Texas	13	130,904	159,908	29,004	22
Cobb County School District	Marietta	Georgia	14	65,578	91,208	25,630	39
Prince George's County Public Schools	Upper Marlboro	Maryland	15	105,312	130,259	24,947	24
Fulton County School District	Atlanta	Georgia	16	40,964	65,642	24,678	60
Baltimore County Public Schools	Towson	Maryland	17	82,086	105,914	23,828	29
Charlotte-Mecklenburg	Charlotte	North Carolina	18	75,105	98,758	23,653	31
Long Beach Unified	Long Beach	California	19	66,784	89,214	22,430	34
Duval County School District	Jacksonville	Florida	20	105,269	127,411	22,142	21
Hamilton County School District	Chattanooga	Tennessee	21	20,425	42,292	21,867	107
Cypress-Fairbanks Independent	Houston	Texas	22	36,324	58,044	21,720	60
Fairfax County	Fairfax	Virginia	23	127,518	149,029	21,511	17
San Diego City Unified	San Diego	California	24	117,168	138,433	21,265	18
City of Chicago	Chicago	Illinois	25	410,230	430,914	20,684	5
Elk Grove Unified	Elk Grove	California	26	22,077	42,484	20,407	92
Pinellas County	Largo	Florida	27	90,427	110,582	20,155	22
Hawaii Department of Education	Honolulu	Hawaii	28	168,073	188,069	19,996	12
Houston	Houston	Texas	29	190,290	210,179	19,889	10
Fort Bend	Sugar Land	Texas	30	31,104	50,890	19,786	64

NOTE.--Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1998), and the change from 1988.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

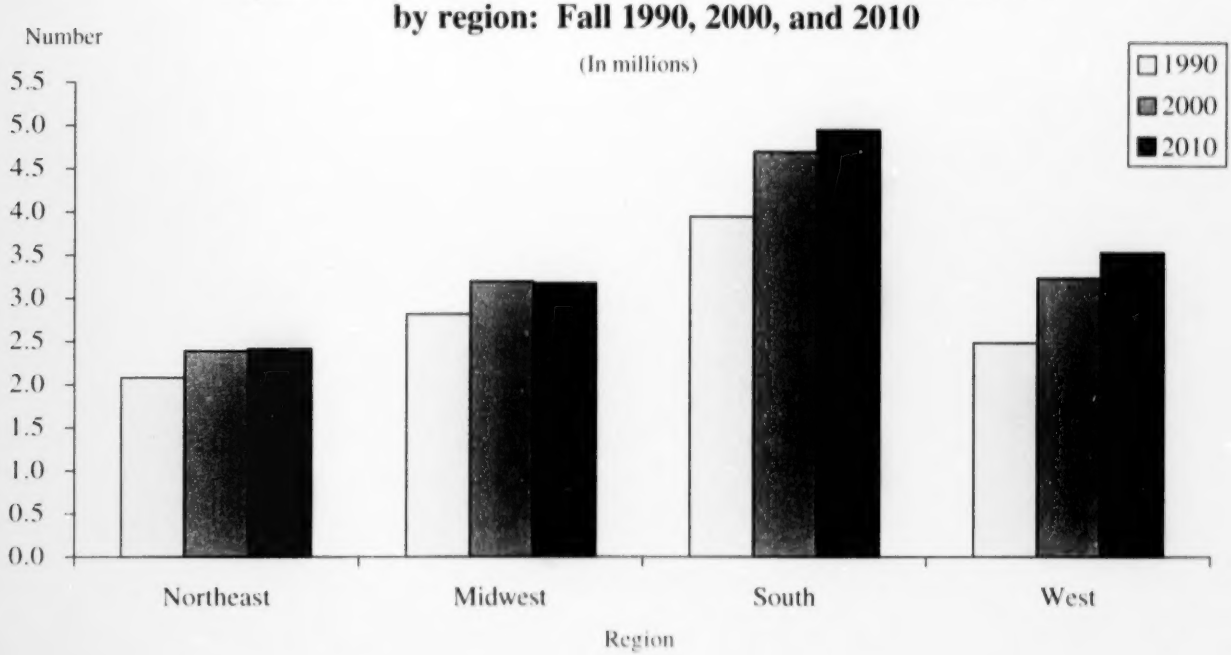
Table 6.--Fifty urban areas enrolling the largest number of elementary and secondary school students: 1990 and 1998

Area	Enrollment		Enrollment percent change, 1990 to 1998	Percent minority		Minority percent difference, 1990 to 1998
	1990	1998		1990	1998	
Los Angeles-Long Beach, CA	1,348,511	1,617,764	20.0	74.4	80.1	5.7
Chicago, IL	1,114,333	1,308,841	17.5	46.8	50.3	3.5
New York, NY	1,087,489	1,266,571	16.5	67.7	77.5	9.8
Boston, MA-NH	951,388	979,536	3.0	13.6	19.3	5.7
Houston, TX	615,378	786,194	27.8	54.6	62.0	7.4
Washington, DC-MD-VA-WV	618,998	750,117	21.2	---	49.4	---
Philadelphia, PA-NJ	645,003	743,737	15.3	36.4	39.1	2.7
Detroit, MI	689,725	738,772	7.1	31.3	34.5	3.3
Atlanta, GA	490,072	675,690	37.9	---	44.2	---
Riverside-San Bernardino, CA	477,340	660,171	38.3	44.3	59.4	15.1
Dallas, TX	456,852	607,923	33.1	41.7	50.8	9.2
Phoenix-Mesa, AZ	367,514	531,782	44.7	32.0	41.4	9.3
Minneapolis-St. Paul, MN-WI	398,409	515,037	29.3	12.0	19.9	7.8
Orange County, CA	360,165	471,404	30.9	44.6	56.8	12.2
San Diego, CA	380,369	470,494	23.7	45.8	56.1	10.3
Nassau-Suffolk, NY	389,689	441,774	13.4	19.3	26.5	7.3
St. Louis, MO-IL	371,212	414,948	11.8	---	31.3	---
Baltimore, MD	341,594	401,412	17.5	37.9	41.9	4.0
Oakland, CA	306,907	368,320	20.0	47.3	56.8	9.5
Seattle-Bellevue-Everett, WA	292,771	363,817	24.3	18.5	26.1	7.6
Miami, FL	279,420	352,536	26.2	80.1	87.4	7.2
Cleveland-Lorain-Elyria, OH	324,350	343,454	5.9	28.7	31.6	2.8
Pittsburgh, PA	324,069	340,262	5.0	12.8	14.6	1.8
Denver, CO	267,771	337,526	26.1	27.6	34.5	6.9
Tampa-St. Petersburg-Clearwater, FL	255,345	329,520	29.0	25.1	32.8	7.7
Newark, NJ	273,704	308,976	12.9	42.4	45.0	2.7
Portland-Vancouver, OR-WA	221,251	303,645	37.2	12.8	18.4	5.6
Fort Worth-Arlington, TX	234,186	302,202	29.0	30.8	39.3	8.5
Kansas City, MO-KS	259,033	298,831	15.4	---	25.4	---
San Antonio, TX	255,724	293,637	14.8	66.1	68.1	2.0
Sacramento, CA	225,212	290,768	29.1	32.4	40.7	8.3
Salt Lake City-Ogden, UT	273,107	280,192	2.6	8.0	14.4	6.4
Norfolk-Virginia Beach-Newport News	240,671	275,668	14.5	---	46.9	---
Bridgeport, CT	215,221	259,574	20.6	---	21.0	---
Cincinnati, OH-KY-IN	238,136	256,755	7.8	18.8	33.2	14.4
Orlando, FL	180,608	254,966	41.2	30.5	42.9	12.4
San Jose, CA	224,031	253,367	13.1	53.3	63.9	10.6
Indianapolis, IN	230,046	252,868	9.9	18.8	21.7	2.8
Columbus, OH	215,958	242,281	12.2	18.2	22.2	4.0
Milwaukee-Waukesha, WI	217,513	241,990	11.3	32.6	38.8	6.2
Las Vegas, NV-AZ	129,781	231,837	78.6	26.6	42.4	15.9
Fort Lauderdale, FL	148,803	231,187	55.4	41.1	55.3	14.2
Charlotte-Gastonia-Rock Hill, NC-SC	183,029	230,552	26.0	29.7	35.0	5.3
New Orleans, LA	204,198	203,775	-0.2	59.6	63.7	4.0
Memphis, TN-AR-MS	177,221	203,286	14.7	59.4	62.2	2.8
Austin-San Marcos, TX	140,127	202,411	44.4	43.3	47.0	3.7
Fresno, CA	155,090	201,556	30.0	58.7	68.4	9.7
Hartford, CT	171,229	196,079	14.5	25.0	30.9	5.9
Rochester, NY	168,796	194,833	15.4	19.0	22.8	3.8
Grand Rapids-Muskegon-Holland, MI	157,699	190,665	20.9	17.1	41.2	24.1

--- Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

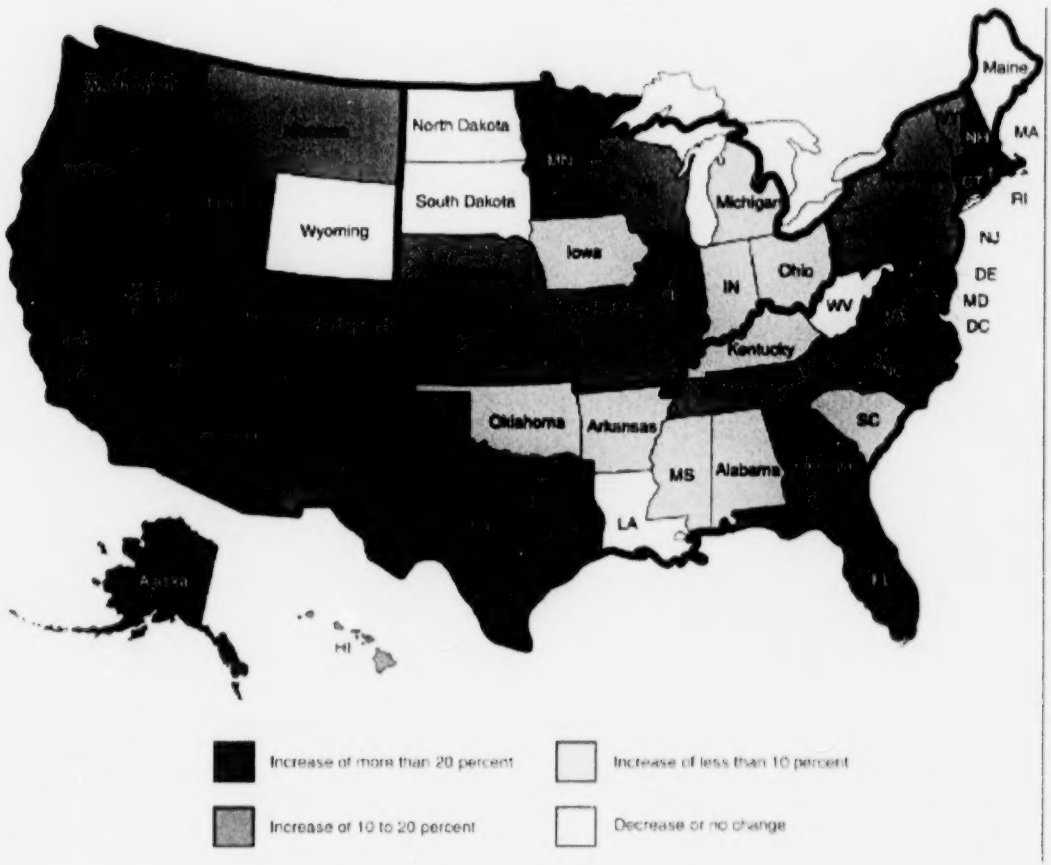
Figure 7. -- Enrollment in grades 9 to 12 in public schools, by region: Fall 1990, 2000, and 2010



Enrollment in public secondary schools has increased for all regions of the United States over the last decade. Further increases are expected for the West, South, and Northeast. Over the 1990 to 2010 period, the South and West are expected to show the greatest increases, 25.2 percent and 42.3 percent, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2010.*

Figure 8.—Percent change in enrollment in grades 9 to 12 in public schools, by state: Fall 1990 to 2010



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

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Table 7.--Enrollment in grades 9 to 12 in public and private schools, by region and state: Fall 1990, 2000, 2005, and 2010

(In thousands)

Region and state	1990	Projected 2000	Projected 2005	Projected 2010	Percent change, 1990 to 2000	Percent change, 2000 to 2010	Percent change, 1990 to 2010
Public and private	12,475	14,857	15,868	15,478	19.1	4.2	24.1
Private	1,137	1,352	1,444	1,409	18.9	4.2	23.9
			Public schools				
Public, total	11,338	13,505	14,423	14,069	19.1	4.2	24.1
Northeast	2,092	2,397	2,583	2,422	14.6	1.0	15.8
Connecticut	122	154	172	159	26.5	3.2	30.6
Maine	60	61	58	52	1.8	-14.8	-13.2
Massachusetts	230	272	304	283	18.2	4.0	23.0
New Hampshire	46	61	65	61	31.3	0.0	31.3
New Jersey	306	339	381	365	10.8	7.7	19.2
New York	770	874	940	884	13.4	1.1	14.7
Pennsylvania	496	560	584	547	13.0	-2.3	10.4
Rhode Island	37	43	47	42	16.2	-2.3	13.5
Vermont	25	33	31	29	33.5	-12.1	16.5
Midwest	2,815	3,189	3,290	3,168	13.3	-0.7	12.5
Illinois	512	587	651	640	14.7	9.0	25.1
Indiana	279	286	307	305	2.6	6.6	9.4
Iowa	139	161	157	150	16.0	-6.8	8.1
Kansas	117	145	142	140	23.6	-3.4	19.3
Michigan	440	477	501	465	8.5	-2.5	5.8
Minnesota	211	275	275	261	30.4	-5.1	23.8
Missouri	228	268	276	268	17.3	0.0	17.3
Nebraska	76	90	88	86	18.4	-4.4	13.2
North Dakota	33	36	31	30	9.5	-16.7	-8.8
Ohio	514	539	547	520	5.0	-3.5	1.3
South Dakota	34	40	34	33	17.7	-17.5	-2.9
Wisconsin	232	285	282	271	22.8	-4.9	16.8
South	3,949	4,686	4,993	4,946	18.7	5.5	25.2
Alabama	195	201	207	208	3.2	3.5	6.8
Arkansas	123	131	133	129	6.7	-1.5	5.1
Delaware	27	34	36	36	25.7	5.9	33.1
District of Columbia	19	15	14	12	-22.8	-20.0	-38.2
Florida	492	677	750	716	37.7	5.8	45.6
Georgia	303	383	431	441	26.6	15.1	45.7
Kentucky	177	188	185	185	6.1	-1.6	4.4
Louisiana	199	208	196	189	4.7	-9.1	-4.8
Maryland	188	247	272	261	31.2	5.7	38.6
Mississippi	131	133	135	136	1.7	2.3	4.0
North Carolina	304	349	404	392	14.9	12.3	29.1
Oklahoma	154	179	174	163	16.1	-8.9	5.7
South Carolina	170	189	196	187	11.1	-1.1	9.9
Tennessee	226	243	265	266	7.3	9.5	17.4
Texas	872	1,106	1,172	1,204	26.8	8.9	38.1
Virginia	270	318	339	339	17.6	6.6	25.4
West Virginia	98	87	84	80	-11.5	-8.0	-18.6
West	2,482	3,233	3,557	3,533	30.2	9.3	42.3
Alaska	29	41	44	44	43.3	7.3	53.8
Arizona	161	243	290	305	51.1	25.5	89.7
California	1,336	1,717	1,929	1,865	28.5	8.6	39.6
Colorado	154	207	222	226	34.2	9.2	46.5
Hawaii	49	53	55	57	8.5	7.5	16.6
Idaho	61	74	76	83	21.8	12.2	36.6
Montana	42	50	45	46	19.6	-8.0	10.0
Nevada	51	90	120	128	75.0	42.2	148.9
New Mexico	94	101	105	110	7.7	8.9	17.3
Oregon	133	166	170	167	25.6	0.6	26.4
Utah	122	148	148	156	21.7	5.4	28.3
Washington	227	312	325	320	37.4	2.6	40.9
Wyoming	27	30	27	27	10.0	-10.0	-1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2010*.

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Table 8.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 2000 to fall 2010

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 2000 to 2010
	2000	2010	
California	1,717	1,865	148
Texas	1,106	1,204	98
Arizona	243	305	62
Georgia	383	441	58
Illinois	587	640	53
North Carolina	349	392	43
Florida	677	716	39
Nevada	90	128	38
New Jersey	339	365	26
Tennessee	243	266	23
Virginia	318	339	21
Indiana	286	305	19
Colorado	207	226	19
Maryland	247	261	14
Massachusetts	272	283	11

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

Table 9.--Sixteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 2000 to fall 2010

(Numbers in thousands)

State	Projected enrollment		Percent change, 2000 to 2010
	2000	2010	
Nevada	90	128	42.2
Arizona	243	305	25.5
Georgia	383	441	15.1
North Carolina	349	392	12.3
Idaho	74	83	12.2
Tennessee	243	266	9.5
Colorado	207	226	9.2
Illinois	587	640	9.0
New Mexico	101	110	8.9
Texas	1,106	1,204	8.9
California	1,717	1,865	8.6
New Jersey	339	365	7.7
Hawaii	53	57	7.5
Alaska	41	44	7.3
Virginia	318	339	6.6
Indiana	286	305	6.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

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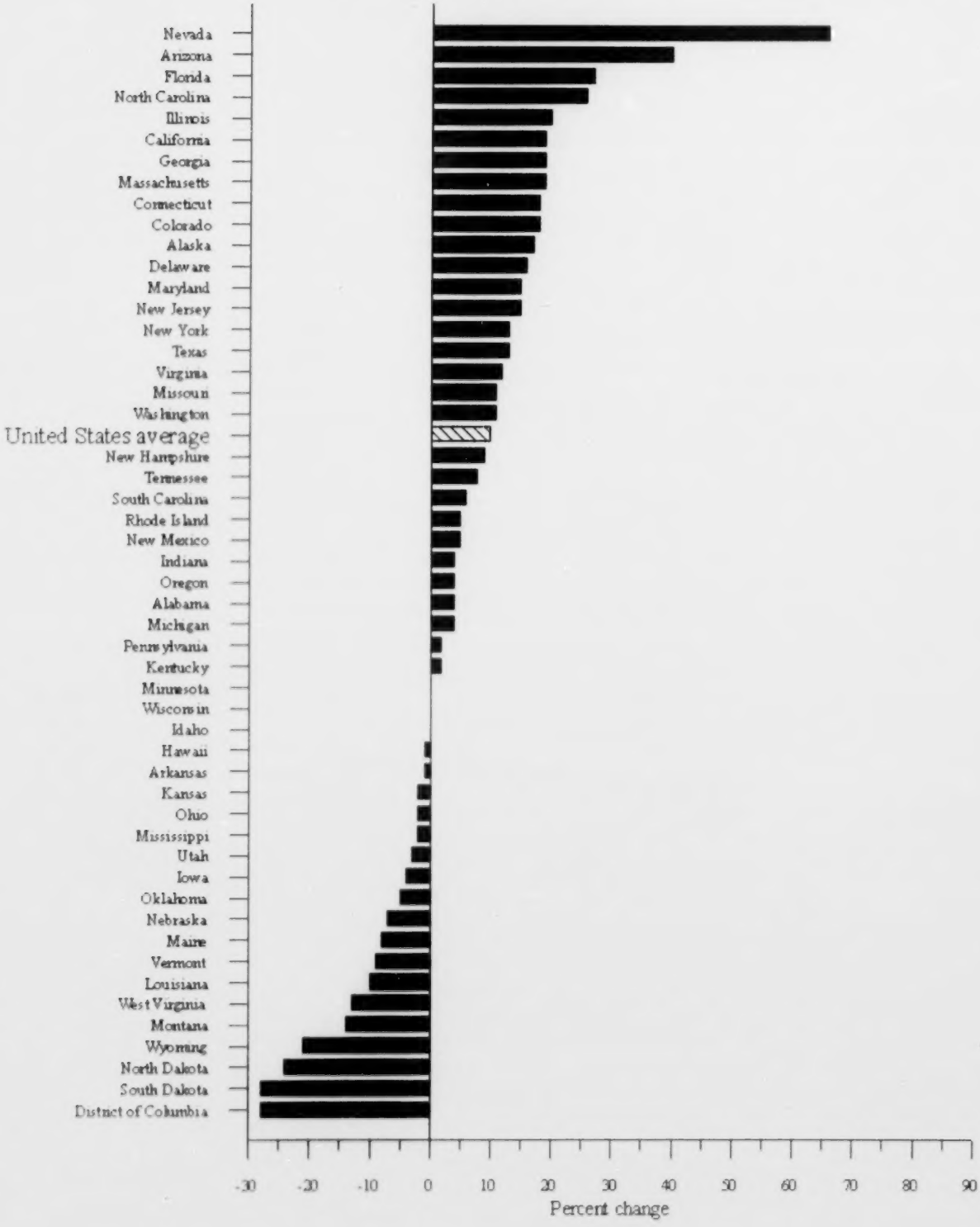
Figure 9.--Percent change in number of public high school graduates, by state: 1999-2000 to 2009-10



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010*

Table 10.--Graduates of public and private high schools, by region and state: 1989-90, 1999-2000, 2004-05, and 2009-10

(In thousands)

Region and state	1989-90	Projected 1999-2000	Projected 2004-05	Projected 2009-10	Percent change, 1989-90 to 1999-2000	Percent change, 1999-2000 to 2009-10	Percent change, 1989-90 to 2009-10
Public and private	2,586	2,870	2,944	3,115	9.0	10.4	20.4
Private	266	294	307	324	10.5	10.2	21.8
	Public Schools						
Public, total	2,320	2,576	2,637	2,791	8.9	10.5	20.3
Northeast	446	440	476	486	-1.4	10.5	9.0
Connecticut	28	30	34	35	6.4	18.4	26.0
Maine	14	12	12	11	-12.1	-8.1	-19.1
Massachusetts	56	53	60	62	-6.1	18.7	11.5
New Hampshire	11	12	13	13	10.9	9.2	21.1
New Jersey	70	70	75	80	0.3	14.8	15.1
New York	143	134	147	151	-6.7	13.2	5.6
Pennsylvania	111	115	119	117	3.6	2.5	6.2
Rhode Island	8	9	9	9	10.0	5.2	15.8
Vermont	6	7	7	6	9.0	-8.8	-0.6
Midwest	617	645	648	671	4.7	3.9	8.8
Illinois	108	114	122	137	5.8	20.2	27.2
Indiana	60	58	56	61	-2.6	4.4	1.8
Iowa	32	34	32	33	8.3	-4.0	4.0
Kansas	25	29	29	29	14.4	-1.5	12.7
Michigan	94	93	95	96	-0.9	3.8	2.8
Minnesota	49	57	57	57	15.7	0.0	15.7
Missouri	49	55	54	58	6.0	11.1	17.8
Nebraska	18	20	19	19	14.5	-6.7	6.9
North Dakota	8	9	7	6	10.5	-23.8	-15.7
Ohio	115	113	110	110	-2.1	-1.6	-3.7
South Dakota	8	9	8	6	16.6	-27.9	-15.9
Wisconsin	52	58	60	58	10.9	-0.2	10.7
South	796	856	892	952	7.5	11.2	19.5
Alabama	40	36	36	38	-10.0	4.0	-6.4
Arkansas	26	27	26	26	0.7	-1.1	-0.4
Delaware	6	6	7	7	13.0	15.8	30.8
District of Columbia	4	2	2	2	-36.8	-27.9	-54.5
Florida	89	103	120	130	15.3	26.8	46.2
Georgia	57	64	69	76	13.0	19.3	34.9
Kentucky	38	37	36	38	-2.1	2.0	-0.1
Louisiana	36	37	35	33	3.1	-10.1	-7.2
Maryland	43	49	54	56	18.2	15.0	35.9
Mississippi	25	24	22	23	-4.7	-2.3	-6.9
North Carolina	65	62	69	79	-3.8	26.2	21.4
Oklahoma	36	37	35	35	4.8	-5.2	-0.7
South Carolina	33	33	33	34	-0.9	5.9	4.9
Tennessee	46	49	49	53	7.1	7.7	15.3
Texas	177	205	215	231	18.9	12.5	33.8
Virginia	61	64	67	72	6.1	11.8	18.6
West Virginia	22	20	17	17	-9.1	-13.2	-21.2
West	461	585	621	682	26.8	16.6	47.8
Alaska	5	7	8	8	31.6	17.1	54.1
Arizona	32	39	46	55	22.0	40.1	70.9
California	236	307	333	366	29.8	19.5	55.1
Colorado	33	38	42	45	16.5	17.8	37.3
Hawaii	10	10	10	10	-1.2	-0.6	-1.8
Idaho	12	16	15	16	33.5	-0.4	33.0
Montana	9	11	10	9	17.7	-14.1	1.1
Nevada	9	14	18	24	52.2	65.7	152.2
New Mexico	15	17	17	18	14.8	5.1	20.7
Oregon	25	30	30	31	16.2	4.2	21.0
Utah	21	32	28	31	48.9	-3.3	44.0
Washington	46	57	60	63	24.0	10.8	37.4
Wyoming	6	6	6	5	11.5	-21.1	-12.1

NOTE: Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;

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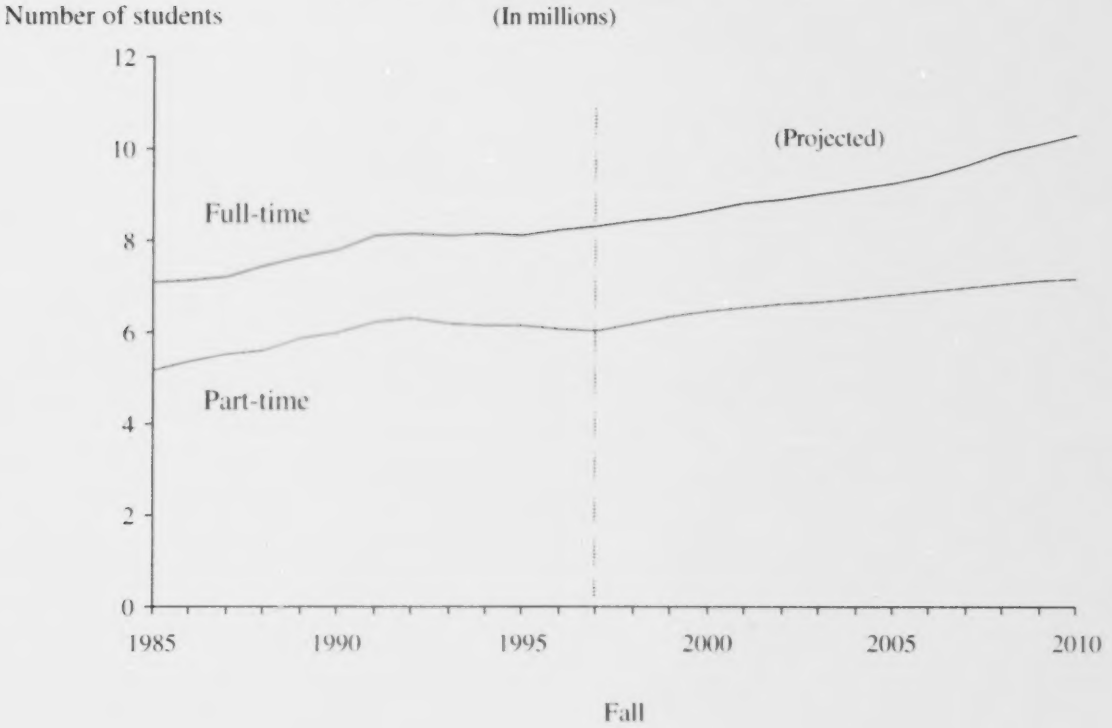
Figure 10.--Enrollment in public and private 2-year and 4-year colleges, by attendance status: Fall 1985 to fall 2010



Total college enrollment is expected to reach a record 15.1 million students in 2000. From 1990 to 2000, full-time and part-time enrollment increased at fairly similar rates, 11 and 8 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 2000 and 2010, full-time enrollment is projected to increase by 19 percent, while part-time enrollment is projected to increase by 11 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010.*

Table 11.--Total enrollment in public and private 2-year and 4-year colleges, by sex, and attendance status: Fall 1979 to fall 2010

(In thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
1997	14,345	6,330	8,015	8,322	6,023	11,146	3,199	2,147
	Projected							
1998	14,632	6,321	8,311	8,445	6,187	11,388	3,244	2,234
1999	14,861	6,392	8,469	8,500	6,360	11,579	3,282	2,272
2000	15,135	6,481	8,655	8,665	6,470	11,795	3,340	2,299
2001	15,361	6,565	8,796	8,811	6,550	11,972	3,389	2,313
2002	15,500	6,614	8,886	8,888	6,613	12,080	3,420	2,353
2003	15,683	6,681	9,001	9,008	6,675	12,221	3,462	2,388
2004	15,874	6,749	9,125	9,130	6,745	12,370	3,505	2,393
2005	16,073	6,814	9,259	9,252	6,821	12,523	3,550	2,401
2006	16,336	6,900	9,437	9,432	6,904	12,726	3,610	2,445
2007	16,643	7,004	9,639	9,655	6,988	12,962	3,682	2,503
2008	16,975	7,126	9,849	9,912	7,063	13,216	3,759	2,571
2009	17,261	7,235	10,025	10,140	7,121	13,434	3,827	2,565
2010	17,490	7,320	10,169	10,313	7,176	13,607	3,882	2,540

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2010*; *Digest of Education Statistics, 1999*; and special tabulations.

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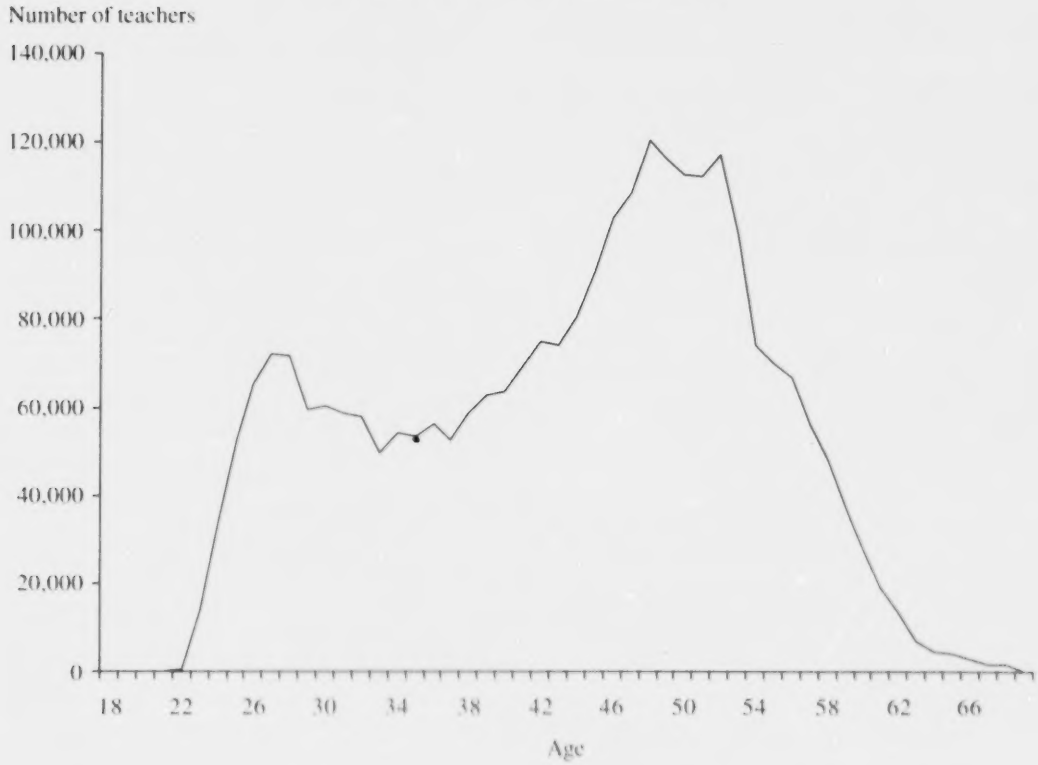
Figure 11.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99



The highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range. Many of these teachers were originally hired during the earlier rise in enrollment in the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to 10 years. An estimated 2.2 million public school teachers will need to be hired over the next 10 years to both meet enrollment increases in the West and South, and replace those teachers who retire or leave the profession for other reasons.

The total number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 2000 and 2010, the number of elementary school teachers is expected to hold steady at about 2.0 million. The number of secondary school teachers is projected to increase by about 7 percent, from 1.3 million to 1.4 million teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2010*, *Digest of Education Statistics*, "Predicting the Need for Newly Hired Teachers in the United States to 2008-09," and unpublished data.

General Projection Methodology

Total enrollment is projected using expected progression rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the U.S. Census Bureau; and historical and projected economic data from Standard and Poor's, Inc. Grade progression rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade progression rates were projected using exponential smoothing. State-level public school enrollment projections also were based on the grade progression. Individual state governments produce projections based on additional or alternative factors which may lead to more accurate projections for their own state. The NCES state projections program is designed to use a consistent model for all states that enables state-to-state comparisons.

For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with U.S. Census Bureau middle series of population projections which assumes a fertility rate of 2.12 births per woman by the year 2010, an annual net immigration from 960,000 to 720,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with Standard and Poor's Inc. trend forecast scenario.

For more information on the methodological details of the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2010*, pages 113 through 128.